Framework for Primary Program Review

Fall 1991

· MINISTRY OF EDUCATION ·

Province of

Framework for Primary Program Review

Program Evaluation and Research **Fall 1991**

92-05276/

Canadian Cataloguing in Publication Data

Main entry under title:
Framework for primary program review

ISBN 0-7726-1402-4

1. Education, Primary - British Columbia - Evaluation.
I. British Columbia. Ministry of Education. Assessment, Evaluation and Standards.

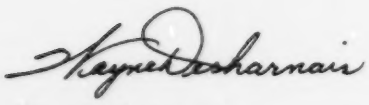
LB1564.C3F72 1991 372.9711 C91-092267-5

A Message from the Deputy Minister

As we embark on the first phase of the Year 2000 changes, namely the implementation of the Primary Program, I wish to commend the efforts of educators across this Province who have participated in its development.

I encourage your continued interest and support of our efforts to enable all learners through the ongoing reflective practice that is advocated in this review.

The insights you gain over the next few years will serve to guide future revisions.



Wayne Desharnais
Deputy Minister
Ministry of Education

A Message from the Assistant Deputy Minister Policy and Evaluation Department and from the Primary Program Team

Dear Colleagues,

The development of the Primary Program is the result of several years' inquiry, consultation, and discussion which began with *A Legacy for Learners: The Report of the Royal Commission on Education.* To write the Primary Program documents, the Primary Team drew upon the recommendations of the Royal Commission, current research, and upon the long and continuing tradition of the finest work of educators in British Columbia. However, the printed documents were only the beginning—a framework to be shaped by the teachers who interpreted them together with the children who experienced the ideas in them.

It was in this spirit that the Team issued the revised Primary Program documents in May of 1990 and invited teachers to bring the ideas inside them alive. We now invite educators to consider this *Framework for Primary Program Review* as a guide to stimulate reflection as the Primary Program is implemented.

We believe that it is through ongoing reflection that practice grows and takes on even greater richness. The implementation process encourages each one of us to continually review our practice so that we can acknowledge our successes, challenge our assumptions about learning and learners, and make plans for our own growth as educators. The insights that are gained through this personal reflection will form the future revisions of Program documents.

Growing together to shape a better future for ***all*** children is our vision.

Oscar Bedard,
Assistant Deputy Minister
Policy and Evaluation Department

Lois Blackmore, Primary Program Team
Kathleen Dahlstrom, Primary Program Team
Marlene Dergousoff, Primary Program Team
Colleen Politano, Primary Program Team
Marion Rumble, Team Leader
Luanne Whiles, Primary Program Team

CONTENTS

Introduction 2

Primary Program Review: Principles 3
- Utility 3
- Feasibility 4
- Propriety 5
- Accuracy 6

Primary Program Review: Implementation 7
- Background 7
- Roles and Responsibilities 7
- Reporting 8
- Review Timeline 8

Primary Program Review: Framework 10
- Design 11
- Implementation 14
- Effects on Students 20
- Effects on the Education System 28
- Perceptions 40

Glossary 42

Acknowledgements 48

INTRODUCTION

In order to promote the highest quality educational programs for the children of British Columbia, periodic reviews of those programs must be conducted. Moreover, it is through the review process that educational programs are made accountable to learners, their parents, and the public. All stakeholder groups that participate in formal reviews share in providing this accountability. However, the responsibility for providing a *means* by which the effectiveness of the educational system can be demonstrated from a province-wide perspective rests with the Ministry of Education. To this end, the Ministry, together with stakeholder groups, developed the review process presented in this document.

Program review involves the systematic collection of information about *all* aspects of a program, such as its goals, processes, context, costs, effects, and ethics. Both quantitative and qualitative data about program activities, characteristics, and outcomes are essential to a comprehensive review. As this information is interpreted, it is used to give stakeholders direction for future endeavours within specific programs. For example, such information can facilitate decision making with regard to program implementation and effectiveness. As well, it can reduce uncertainties and assist in program development.

A key component of this review framework is the ongoing collaboration with and among stakeholders to confirm or amend the content and process of the review. If the review is to focus on the *utilization* of results in order to enhance the program, ongoing stakeholder collaboration is a fundamental requirement. Consequently, the selection of questions and issues presented in this framework was guided by the *utility* of the findings to stakeholders and policy makers.

In addition to utility, this review framework incorporates three other principles that are critical to an effective review—feasibility, propriety, and accuracy. These principles are discussed in the next section.

Ultimately, any review must manifest the philosophy of the program upon which it is based; therefore, this framework has been designed to reflect the overall principles of the Primary Program itself.

PRIMARY PROGRAM REVIEW: PRINCIPLES

This framework for reviewing the Primary Program is based on the process of naturalistic inquiry. The fundamental assumptions and methods that characterize this form of inquiry focus on the learner and are congruous with the philosophy of Year 2000 and the Primary Program.

To be effective, a review must subscribe to certain standards, or principles, of evaluation. The Primary Program review is based on a set of principles identified by Daniel L. Stufflebeam and the Joint Committee on Standards for Educational Evaluation. Published in 1981, these principles have been widely adopted by program evaluators as guidelines to the sound use of evaluation methods. The principles are grouped according to four broad areas of concern about program evaluation: its *utility, feasibility, propriety,* and *accuracy.*

Utility

Utility is the first guiding principle for conducting most program reviews. The main intent of the Primary Program review is to provide information that both stakeholders and the Ministry can use as implementation moves forward. Such information will be used to make decisions about the program and to plan improvements to it. In order to achieve usable results, the following procedures have been specified.

- Involve stakeholders at every phase of review.
- Identify decision makers and share decision making about the nature, purpose, content, and methods of the review.
- Link review activities to the decision-making and planning processes.
- Consult with decision makers and information users about their information needs and supply them with relevant information as it becomes available.
- Keep the review process flexible so that emerging issues can be addressed.
- Maintain an ongoing response to the program by encouraging continued interaction and negotiation among stakeholders.

Feasibility

The feasibility of a review is determined by the extent to which stakeholders perceive it to be appropriate, practical, and cost-effective. This review addresses feasibility issues by raising questions related to scope, time, and cost with representatives of all stakeholder groups. The following are examples.

- Is the scope or extent of the review appropriate? What sampling strategy will be developed, and will multiple methodologies be incorporated? Will existing vehicles for data collection and interpretation be utililized?
- Are the timelines reasonable with respect to interim reports and communications requirements?
- Are costs reasonable? First, is the money available? Second, if available, is this the way it should be spent?

These and similar questions that may arise will be resolved in consultation with stakeholder groups and with the Primary Program Review Consulting Group, which will be monitoring review strategies.

Propriety

The principle of propriety answers the question, "Will the review be conducted ethically?" Propriety incorporates confidentiality, objectivity, and fairness issues. This review addresses propriety in several ways. The following are examples.

- To ensure confidentiality, no comparison data for individual learners, schools, or districts will be reported.
- To maximize fairness, balanced reporting of issues and concerns will be emphasized. As well, an appropriate sampling strategy will be developed.
- To obtain objectivity, outside expertise will be employed to assist in the design and implementation of the review.
- To increase fairness and equity, stakeholder involvement will be an integral part of the review process.
- To encourage propriety, ethical guidelines for school research projects will be followed.

Accuracy

Accuracy refers to the technical adequacy of the data. To ensure accuracy, the trustworthiness of the data must be established so that the findings will be meaningful. Trustworthiness, in turn, implies that the credibility, applicability, dependability, and confirmability of the data are judged to be satisfactory by program evaluators.

- To maximize trustworthiness generally, the review will employ multiple independent measures that utilize both qualitative and quantitative methods. Emphasis will be placed on techniques that cause as little disturbance as possible to classroom learning environments.
- Credibility will be established through continued stakeholder involvement in decision making on accuracy issues.
- Applicability will be established by confirming with stakeholders that:
  (1) data sources are appropriately representative and purposeful,
  (2) sampling procedures are as efficient and as free of bias as possible, and
  (3) descriptions obtained by qualitative methods provide adequate information about context.
- Dependability will be ensured through the use of multiple data-gathering techniques from a number of sources.
- Confirmability will be established through the reasonable and meaningful interpretation of the data, with stakeholder participation.

PRIMARY PROGRAM REVIEW: IMPLEMENTATION

Background

To develop this framework, a prototype was first produced by a working group composed of Ministry staff and assisted by an external program evaluation consultant and a district implementation consultant. The prototype was then forwarded to a formal Stakeholder Response Group for comment, under the guidance of the district implementation consultant. (Membership of both the working group and the Stakeholder Response Group is given in the Acknowledgements on page 48.)

At the same time, invitations to respond informally to the prototype were extended to stakeholder groups, to Ministry of Education representatives, and to school districts through the superintendents' offices. In the spring of 1991, the original working group considered all formal and informal responses and revised the framework to reflect the concerns of respondents.

Roles and Responsibilities

Responsibility for co-ordinating, facilitating, and managing all aspects of the Primary Program review rests with the Ministry's Program Evaluation and Research Branch. This Branch ensures that the review process remains effective and stays closely connected to the ongoing development and implementation of the Primary Program.

Three different advisory groups assist the Branch, each one having separate responsibilities.

- The Primary Program Review Consulting Group offers advice on specific technical issues that are related to the conduct and interpretation of the review.
- The Provincial Program Evaluation Advisory Committee monitors the direction and progress of the review through all phases of its development and implementation.
- The Educational Advisory Council receives reports on the progress and findings of the review and ensures that the review accurately represents current educational policy.

The Glossary contains further information on these advisory groups.

If required, additional stakeholder panels will be convened on an *ad hoc* basis to examine various review issues as they emerge.

Reporting

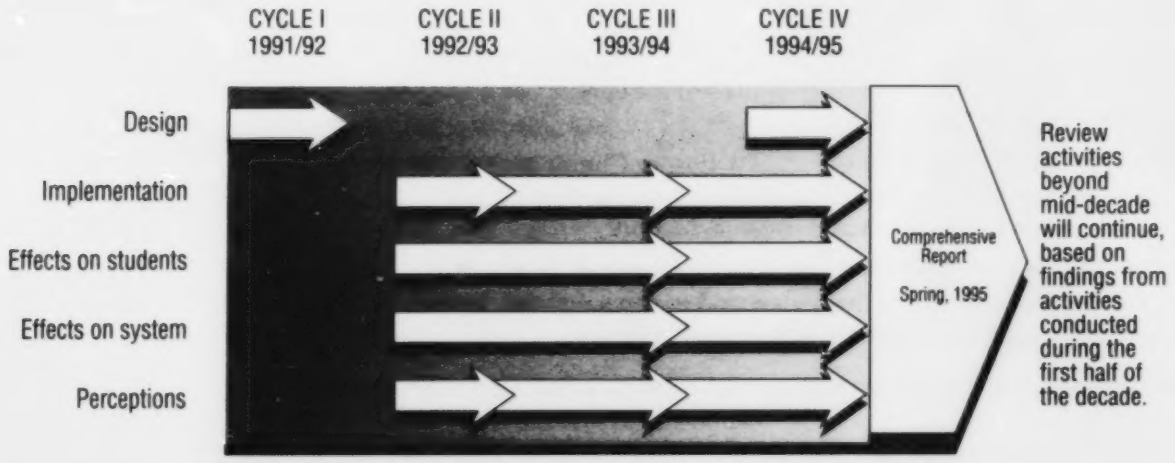
An important aim of the Primary Program review is to convey information that is both timely and helpful for implementing the Program. This information must be presented in formats that are easy to use and distribute. The Ministry plans to issue a series of interim reports that summarize review activities and findings to date. Technical supplements to these reports will also be produced. More detailed information, if needed, will be made available for viewing. In addition, short summaries of particular findings will be produced for special audiences. The first interim report on the Primary Program review is expected in the spring of 1992.

Review Timeline

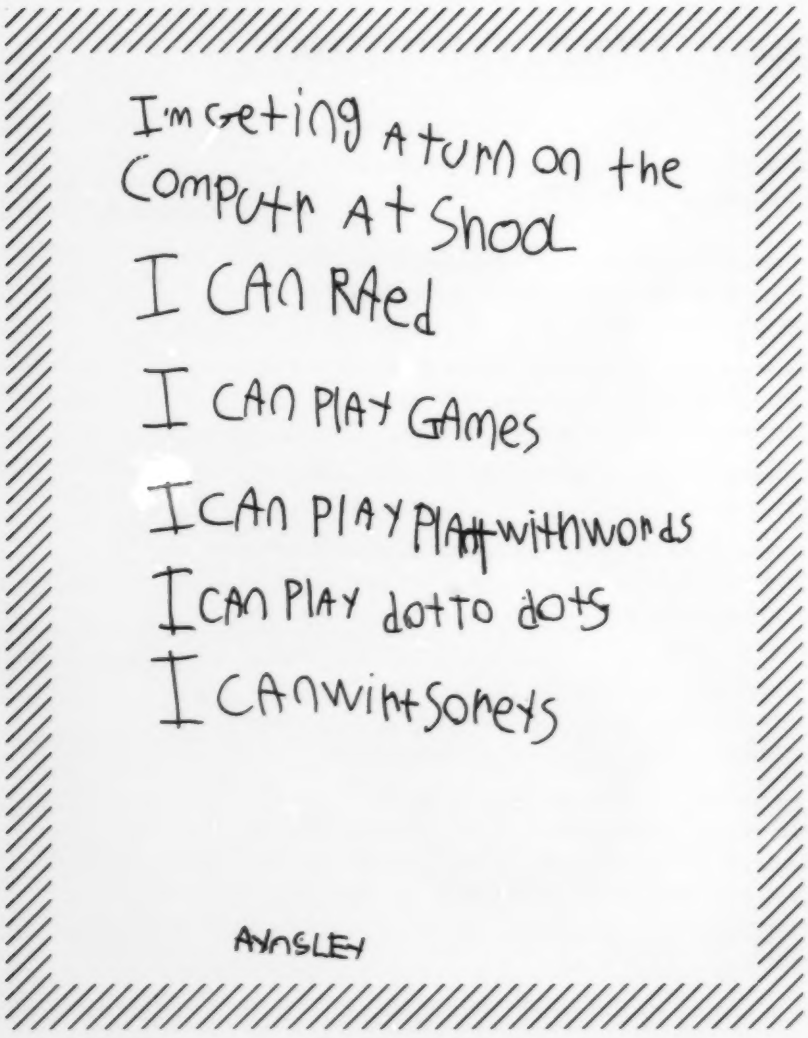
In the fall of 1991, the review process will commence with the selection and confirmation of school sites for the first of three cycles of review activities. Data collection for the first cycle will proceed between fall of 1991 and spring of 1992. The first interim review report is expected in spring of 1992.

This review cycle will be repeated in 1992/93 and 1993/94, and will result in the release of an interim report each year. The fourth review cycle in 1994/95 will conclude with the production of a comprehensive report that is based upon all four cycles of the review.

Primary Program Review Timeline



NOTE: Cycles begin each fall and end each spring. Interim reports are issued in spring.



Primary Program Review: Framework

PRIMARY PROGRAM REVIEW: FRAMEWORK

This section outlines key *issues* and identifies *potential uses* for information developed and a *workplan* within each of the following broad categories:

- **Design** — the nature, relevance, and usability of the Primary Program as represented by the Foundation and Resource documents.
- **Implementation** — the processes through which the Program is initiated, interpreted, and supported; the nature of the Program as it develops in practice.
- **Effects on students** — the nature of students' experiences and development, and of system accessibility.
- **Effects on the education system** — its accountability and the nature and impact of changing roles and responsibilities among educators, parents, and the learners.
- **Perceptions** — attitudes and beliefs that learners, parents, educators, and the public hold regarding the nature, implementation, and effects of the Program.

For each category a number of key *issues* are outlined, each accompanied by a *workplan* which lists potential data collection, interpretation and reporting processes, and a suggested timeline. The data collection and interpretation and reporting processes listed are intended to represent the range of possibilities and are by no means a closed set.

Design

Issues

Three broad issues are related to the design of the Primary Program. These issues address relevance in the Primary Program.

- To what extent is the Program congruent with the *Year 2000: A Framework for Learning?*
- To what extent do the Program philosophy, rationale, goals, and position statements reflect and represent current knowledge about the education of young children?
- To what extent are the Foundation and Resource documents practical and usable for B.C. educators?

Potential Use

Information and judgments about Program design can be used to:

- initiate replacement or revision of Program philosophy, rationale, goals, and position statements (as stated in the Foundation Document);
- guide revision of format and form of Foundation and Resource documents;
- initiate recall or deletion of current resources and supporting documents;
- identify additional resource needs to support the Program;
- increase awareness and develop support among stakeholders and the public;
- develop guidelines for other program development projects;
- develop guidelines for the development or selection of other resources and documents.

Workplan

ISSUE: To what extent is the Program congruent with the *Year 2000: A Framework for Learning?*

Data Collection: Commissioned or internal analyses of relevant documents, perhaps amplified by interviews with key informants

Interpretation and Reporting: Consensus of judgments will be presented in internal and commissioned reports as interpreted with the assistance of the Primary Program Review Consulting Group. Summary of results and interpretation will be prepared by Program Evaluation and Research Branch for general release.

Timeline: 1991 - 1992

ISSUE: To what extent do the Program philosophy, rationale, goals and position statements reflect and represent current knowledge about the education of young children?

Data Collection: Commissioned reports by experts in child development and the education of young children

Interpretation and Reporting: Consensus of expert judgment as interpreted with the assistance of the Primary Program Review Consulting Group. Summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release.

Timeline: 1991 - 1992

ISSUE: To what extent are the Foundation and Resource documents practical and usable for B.C. educators?

Data Collection: User surveys (perhaps as part of a survey of educators)

Commissioned or internal reports by experts in document design

Interpretation and Reporting: Consensus of those expert in the design of educational documents. Perception reports from educators who use the materials, as interpreted with the assistance of the Primary Program Review Consulting Group. Summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release.

Timeline: 1991 - 1992
1994

Implementation

> NOTE: Many of the specific actions taken by stakeholders in this process are still being developed and will continue to emerge over the next several years. The Review Framework needs to be flexible in order to accommodate these future activities.

Issues

Three broad issues are related to the implementation of the Primary Program. These issues address the accessibility of the Primary Program.

- What choices, strategies, processes, initiatives, and/or resources have been, or are being, developed to support implementation of the Primary Program?
- To what extent do these choices, strategies, processes, initiatives, and/or resources enable implementation?
- What variations of the Program are apparent in B.C. schools? To what extent are these congruent with the Program as outlined in the Foundation Document?

Potential use

Information and judgments about Program implementation can be used by a variety of stakeholders to make decisions about *implementation* activities as well as about *other* aspects of the Program.

Implementation

- Extend, consolidate, and support current provincial programs and initiatives related to implementation of the Program.
- Develop new initiatives to support continuing implementation of the Program.
- Develop guidelines for implementation of provincial programs.
- Develop resources and models to support implementation of provincial programs.
- Modify or curtail initiatives that hinder implementation.

Other

- Guide revision of format and/or form of Foundation Document.
- Guide revision of Program resources and supporting documents.
- Identify additional resource needs to support the Program.
- Develop guidelines for other program development projects.
- Develop guidelines for the development or selection of other resources and documents.
- Develop avenues, channels, and opportunities for communication among stakeholders.
- Increase awareness and develop support among stakeholders and the public.
- Provide recommendations for teacher preparation programs.
- Deepen the understanding of the Primary Program.

Workplan

ISSUE: What choices, strategies, processes, initiatives, and/or resources have been, or are being, developed to support implementation of the Primary Program?

Classrooms: Where and how did teachers start in terms of classroom implementation? What self-initiated learning activities or preparation did they participate in?

Schools: What program and resource initiatives were taken by schools? Leadership? In-service? Release time? How were decisions made?

School Districts: What program and resource initiatives were provided by districts? Leadership? In-service? Release time? How were decisions made?

Ministry: What programs, initiatives, and resources were offered by the Ministry (e.g., lead schools, Interaction Funds, summer institutes, FAX Net, Primary Program videos, *Taking the Pulse* Kit, curriculum and assessment documents)?

Teacher Education Institutions: What pre-service programs were offered to support new teachers in implementing the Program? What continuing education initiatives were offered?

Stakeholder Groups: What activities did stakeholder groups, such as local and provincial parent groups, B.C. School Trustees Association, and others, undertake to support implementation of the Program? How did these activities affect implementation?

Data Collection: Interviews and survey questionnaires (perhaps as part of more comprehensive surveys)

On-site observations and in-depth interviews done as part of school research projects

Analyses of relevant documents (e.g., Ministry, district, and school annual reports; institute, regional, and local leadership meeting records; FAX records; Primary Program videos; logged telephone calls to Primary Team; school accreditation reports; special research reports on implementation)

Cost analyses

Interpretation and Reporting: Comparisons will be made across programs, activities, and sites to develop information about what has worked effectively, what conditions are associated with higher levels of effectiveness (and, where appropriate, lower levels of cost), and (during the first two years of the review) what aspects need further study. These results will be interpreted with the assistance of the Primary Program Review Consulting Group. A summary of results and interpretation will be prepared by the Program Evaluation and Research Branch once each year for general release.

Timeline: 1991 - 1994

ISSUE: To what extent do these choices, strategies, processes, initiatives, and/or resources enable implementation?

Data Collection:

Interviews and survey questionnaires (perhaps as part of more comprehensive surveys)

On-site observations and in-depth interviews done as part of school research projects

Analysis of the congruence among the Program philosophy, rationale, goals, and position statements and the choices, strategies, processes, initiatives, and resources available to implement them. Some examples of resources are: foundation and resource documents, curriculum and assessment guides, professional development and in-service materials, authorized and recommended resources, interaction money, FAX network, and Primary Program videos.

Cost analyses

Interpretation and Reporting: Comparisons will be made (1) between expected or desired level of support and actual level of support in order to determine stakeholder satisfaction, and (2) across programs, activities, and sites to develop information about the effects of variations in levels and kinds of support on effective implementation of the Program. These results will be reviewed by stakeholders and interpreted with the assistance of the Primary Program Review Consulting Group. Reports will be issued periodically.

Timeline: 1991 - 1994

ISSUE: What variations of the Program are apparent in B.C. schools? To what extent are these congruent with the Program as outlined in the Foundation Document?

Data Collection: Interviews and survey questionnaires (perhaps as part of more comprehensive surveys)

On-site observations and in-depth interviews done as part of school research projects

Analyses of relevant documents (e.g., Ministry, district, and school annual reports; parent group reports, newsletters; report cards as appropriate within confidentiality guidelines; school accreditation reports; resource orders; special research reports on implementation)

Interpretation and Reporting: Comparisons and analyses of patterns across sites to develop information (1) about key variations in the Program and the relationship of these patterns to the Foundation and Resource documents, and (2) about the aspects that need further study. These results will be interpreted with the assistance of the Primary Program Review Consulting Group. A summary that presents and interprets the results will be prepared by the Program Evaluation and Research Branch once each year for general release. These summaries may include profiles of typical variations in the way the Program is being interpreted in the classroom.

Timeline: 1991 - 1992 (document analysis and field testing)
1992 - 1995 (data collection)

Effects on Students

Issues

Six broad issues are related to the effects of the Primary Program on students.

- How accessible is the Program for ***all*** B.C. primary children?

> NOTE: Specific reference will be made to concerns such as Special Needs, Gender Equity, Multiculturalism, First Nations, French Immersion, and distance learners.

- What evidence of aesthetic and artistic development is apparent in children who have experienced, or are experiencing, the Primary Program?
- What evidence of emotional and social development is apparent in children who have experienced, or are experiencing, the Primary Program?
- What evidence of intellectual development is apparent in children who have experienced, or are experiencing, the Primary Program?
- What evidence of physical development and well-being is apparent in children who have experienced, or are experiencing, the Primary Program?
- What evidence of social responsibility is apparent in children who have experienced, or are experiencing, the Primary Program?

> NOTE: Evidence of student development will include the learning dimensions—attitudes, skills, and knowledge.

Potential use

Information and judgments about Program effects on students can be used to:

- initiate recall or deletion of current resources and/or supporting documents;
- guide revision of Program resources and/or supporting documents;
- deepen the understanding of the Primary Program;
- identify additional resource needs to support the Program;
- increase awareness and develop support among stakeholders and the public;
- develop new initiatives to support continuing implementation of the Program;
- extend and intensify current provincial programs and initiatives related to implementation of the Program;
- re-allocate fiscal resources.

Workplan

ISSUE: How accessible is the Program for *all* B.C. primary children?

> NOTE: Specific reference will be made to concerns such as Special Needs, Gender Equity, Multiculturalism, First Nations, French Immersion, and distance learners.

Data Collection:

Interviews and survey questionnaires of educators and parents (perhaps as part of the broader perception surveys described later in the framework)

Interviews with and submissions from interested groups (e.g., First Nations, Multiculturalism, Gender Equity, Special Needs)

Analyses of relevant documents (e.g., school, district, and Ministry reports; school accreditation reports)

On-site observations, discussions, local surveys, and interviews (individuals or groups) with learners, conducted as part of local school research projects

Interpretation and Reporting:

Comparisons and analyses of patterns across time will be reviewed and submitted as written reports by stakeholders with reference to particular interested groups. The reports will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. A summary of results and interpretation will be prepared by the Program Evaluation and Research Branch once each year for general release. These summaries may include profiles of exemplary practices in accessibility.

Timeline: 1991 -1995

ISSUE: What evidence of aesthetic and artistic development is apparent in children who have experienced, or are experiencing, the Primary Program?

Data Collection: Note that much of the following information will be collected as part of school research projects. Evidence will include the learning dimensions (attitudes, skills, and knowledge).

Observation: Classroom and playground activities; school and community activities; structured performance assessment

Conferences: Group and individual interviews with learners

Documents: Portfolio assessment; analysis of work samples; documentation projects

Self-evaluation: Examination of learning logs and journals

Provincial Learning Assessment Program (PLAP)

Interpretation and Reporting: Comparisons between the goal as set forth in the Primary Program and evidence of progress, as viewed by stakeholder panels and panels of experts in child development, will be established, along with comparisons and analyses of patterns of development across time. These results will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. A summary of pilot activities and results as well as direction for further study will be prepared by the Program Evaluation and Research Branch once each year for general release as part of the interim reporting process. These summaries may include profiles of selected aspects of development.

Timeline: 1991-1994 (field testing)
1994-1995

ISSUE: What evidence of emotional and social development is apparent in children who have experienced, or are experiencing, the Primary Program?

Data Collection: Note that much of the following information will be collected as part of school research projects. Evidence will include the learning dimensions (attitudes, skills, and knowledge).

Observation: Classroom and playground activities; school records (e.g., playground incidents); structured performance assessment; parent questionnaires

Conferences: Group and individual interviews with learners

Documents: Documentation projects

Self-evaluation: Examination of learning logs and journals

Interpretation and Reporting: Comparisons between the goal as set forth in the Primary Program and evidence of progress, as viewed by stakeholder panels and by panels of experts in child development, will be established, along with comparisons and analyses of patterns of development across time. These results will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. A summary of pilot activities and results as well as direction for further study will be prepared by the Program Evaluation and Research Branch once each year for general release as part of the interim reporting process. These summaries may include profiles of selected aspects of development.

Timeline: 1991-1994 (field testing)
1994-1995

ISSUE: What evidence of intellectual development is apparent in children who have experienced, or are experiencing, the Primary Program?

Data Collection: Note that much of the following information will be collected as part of school research projects. Evidence will include the learning dimensions (attitudes, skills, and knowledge).

Observation: Classroom activities; school and community activities; structured performance assessment

Conferences: Group and individual interviews with learners

Documents: Portfolio assessment; analysis of work samples; documentation projects

Self-evaluation: Examination of learning logs and journals

Provincial Learning Assessment Program (PLAP)

Interpretation and Reporting: Comparisons between the goal as set forth in the Primary Program and evidence of progress, as viewed by stakeholder panels and by panels of experts in child development, will be established, along with comparisons and analyses of patterns of development across time. These results will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. A summary of pilot activities and results as well as direction for further study will be prepared by the Program Evaluation and Research Branch once each year for general release as part of the interim reporting process. These summaries may include profiles of selected aspects of development.

Timeline: 1991-1994 (field testing)
1994-1995

ISSUE: What evidence of physical development and well-being is apparent in children who have experienced, or are experiencing, the Primary Program?

Data Collection: Note that much of the following information will be collected as part of school research projects. Evidence will include the learning dimensions (attitudes, skills, and knowledge).

Observation: Classroom, playground, and gym activities (emphasis on participation); structured performance assessment (participation and skill)

Conferences: Group and individual interviews with learners (re: knowledge and attitudes)

Documents: Documentation projects

Self-evaluation: Examination of learning logs and journals (see also conferences)

Interpretation and Reporting: Comparisons between the goal as set forth in the Primary Program and evidence of progress, as viewed by stakeholder panels and by panels of experts in child development will be established, along with comparisons and analyses of patterns of development across time. These results will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. A summary of pilot activities and results as well as direction for further study will be prepared by the Program Evaluation and Research Branch once each year for general release as part of the interim reporting process. These summaries may include profiles of selected aspects of development.

Timeline: 1991 - 1994 (field testing)
1994 - 1995

ISSUE: What evidence of social responsibility is apparent in children who have experienced, or are experiencing, the Primary Program?

Data Collection: Note that much of the following information will be collected as part of school research projects. Evidence will include the learning dimensions (attitudes, skills, and knowledge).

Observation: Classroom and playground activities; parent questionnaires; structured performance tasks (e.g., simulation games)

Conferences: Group and individual interviews with learners

Documents: Documentation projects; class and school newsletters; logs of social projects

Self-evaluation: Examination of learning logs and journals

Provincial Learning Assessment Program (PLAP)

Interpretation and Reporting: Comparisons between the goal as set forth in the Primary Program and evidence of progress as viewed by stakeholder panels and by panels of experts in child development, will be established, along with comparisons and analyses of patterns of development across time. These results will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. A summary of pilot activities and results as well as direction for further study will be prepared by the Program Evaluation and Research Branch once each year for general release as part of the interim reporting process. These summaries may include profiles of selected aspects of development.

Timeline: 1991-1994 (field testing)
1994-1995

Effects on the Education System

Issues

Ten broad issues are related to the effects of the Primary Program on the British Columbia education system.

- To what extent are the position statements as outlined in the *Primary Program Foundation Document* evident in practice in the B.C. education system?

> NOTE: Please consult the *Primary Program Foundation Document* for a clear explanation of each position statement. A list of the statements is presented in the Glossary.

- How has the Program affected teachers and administrators in terms of such factors as beliefs, decision making, professional development, self-esteem, and job satisfaction?
- How has the Program affected roles and relationships among learners, parents, teachers, administrators, district staff, and the community?
- How has the Program affected the organization and structuring for learners and schools, (e.g., class size, multi-age groups, grouping for instruction)?
- How has development and implementation of this Program affected the organization of the Ministry and its role and relationships to other stakeholders?
- How has the Program affected decision making at the school, district, and classroom levels?
- How has the Program affected the nature of learning and teaching and the school and classroom environments that enable these processes?
- How has the Program affected accountability to the clients (learners, parents, and the public) and to the system at school, district, and provincial levels?
- How has the Program affected equity through the allocation of resources within the education system?
- To what extent have the resources available from the district and Ministry, intended for the Program, been allocated and applied to Program initiatives? How and to what extent has this changed over time?

Potential use

Information and judgments about Program effects on the British Columbia education system can be used to:

- guide revision of format or form of the Foundation Document;
- guide revision of Program resources and supporting documents;
- deepen the understanding of the Primary Program;
- identify additional resource needs to support the Program;
- increase awareness and develop support among stakeholders and the public;
- develop priorities and guidelines for ongoing implementation of provincial programs;
- develop resources and models to support implementation of provincial programs;
- extend and intensify current provincial programs and initiatives related to implementation of the Program;
- re-allocate fiscal resources;
- develop guidelines for communication among stakeholders.

Workplan

ISSUE: To what extent are the position statements as outlined in the *Primary Program Foundation Document* evident in practice in the B.C. education system?

Data Collection:	Survey questionnaires (perhaps as part of more comprehensive surveys)
	Interviews (perhaps as part of more comprehensive surveys)
	Site observations (classroom and school; may involve observation schedules)
	Analyses of relevant documents (e.g., Ministry, district, school reports; institute and regional meeting records; special research reports)
	School Accreditation Reports
Interpretation and Reporting:	Analyses of patterns and comparisons across time will be reviewed and submitted as written reports by stakeholders with reference to particular interest groups. These reports will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. An interim summary of results and interpretation will be prepared by the Program Evaluation and Research Branch once each year for general release. These summaries may include profiles of exemplary practices in terms of selected position statements.
Timeline:	1991 - 1995

ISSUE: How has the Program affected teachers and administrators in terms of such factors as beliefs, decision making, professional development, self-esteem, and job satisfaction?

Data Collection: Survey of a random sample of teachers and administrators (might be included as a section of the perception surveys)

Group and individual interviews

Analyses of relevant documents (e.g., professional development and in-service programs; local and provincial newsletters and journals; PSA publications)

Interpretation and Reporting: Analyses of patterns and comparisons across time will be reviewed by stakeholder panels and panels of relevant experts in terms of considerations such as professional development and quality-of-life indicators. These results will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. A summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release.

Timeline: 1993 - 1995

ISSUE: How has the Program affected roles and relationships among learners, parents, teachers, administrators, district staff, and the community?

Data Collection: Note that much of this information could be developed as part of perception surveys.

Learners: Structured group interviews; response and learning journals; tailored self-report forms; parent observations (Note opportunities to utilize school research projects.)

Parents: Survey through schools and parent groups

Educational and wider community: Survey(s) of a random sample of teachers, administrators, district staff, and community members. Some questions and sections might be common to all groups; others might be specific.

Analyses of relevant documents (e.g., agendas, proceedings, minutes, and other records)

School Accreditation Reports

Interpretation and Reporting: Analyses of patterns and comparisons across time will be reviewed by stakeholder panels; reports will be submitted by relevant experts. These results will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. A summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release.

Timeline: 1993 - 1995

ISSUE: How has the Program affected the organization and structuring for learners and schools (e.g., class size, multi-age groups, grouping for instruction)?

Data Collection: Structured interviews with learners, teachers, administrators, and Ministry personnel

Analyses of relevant documents

School Accreditation Reports

Interpretation and Reporting: Comparisons and analyses of patterns across time will be reviewed by stakeholders and interpreted with the assistance of the Primary Program Review Consulting Group. A summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release and response.

Timeline: 1991 - 1995

ISSUE: How has development and implementation of this Program affected the organization of the Ministry and its role and relationships to other stakeholders?

Data Collection: Structured interviews with Ministry personnel, administrators, teachers, parents, and other stakeholders

Analyses of relevant documents

Interpretation and Reporting: Comparisons and analyses of patterns across time will be reviewed by stakeholder panels and interpreted with the assistance of the Primary Program Review Consulting Group. A summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release.

Timeline: 1991 - 1995

ISSUE: How has the Program affected decision making at the school, district, and classroom levels?

Data Collection: Survey questionnaires (perhaps as part of more comprehensive surveys)

Interviews (perhaps as part of more comprehensive surveys)

Analyses of relevant documents (e.g., Ministry, district, school policy statements, reports, and press releases; institute and regional meeting records; special research reports; collective agreements)

Interpretation and Reporting: Analyses of patterns and comparisons across time will be reviewed by stakeholders and interpreted with the assistance of the Primary Program Review Consulting Group. A summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release and response.

Timeline: 1991 - 1995

PRIMARY PROGRAM REVIEW: FRAMEWORK

ISSUE: How has the Program affected the nature of learning and teaching and the school and classroom environments that enable these processes?

Data Collection: Survey questionnaires (perhaps as part of more comprehensive surveys)

Interviews (perhaps as part of more comprehensive surveys)

Site observations (classroom and school; may involve observation schedules)

Analyses of relevant documents (e.g., Ministry, district, school reports; institute and regional meeting records; special research reports)

School Accreditation Reports

Interpretation and Reporting: Analyses of patterns and comparisons across time will be reviewed by stakeholders and interpreted with the assistance of the Primary Program Review Consulting Group. A summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release and response.

Timeline: 1991 - 1995

ISSUE: How has the Program affected accountability to the clients (learners, parents, and the public) and to the system at school, district, and provincial levels?

Data Collection: Interviews with District Administrators

Ministry and district annual reports

Interviews with Ministry personnel

Interviews and surveys of clients

Budgets

Financial Management System Review

School Accreditation Reports

Interpretation and Reporting: Analyses of patterns and comparisons across time will be reviewed by stakeholders and relevant experts. These results will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. An annual summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release and response.

Timeline: 1991-1995

ISSUE: How has the Program affected equity through the allocation of resources within the education system?

Data Collection: Structured interviews with Ministry personnel, administrators, teachers, and parents

Analyses of relevant documents

Budgets

Financial Management System Review

Interpretation and Reporting: Analyses of patterns and comparisons across time will be reviewed by stakeholders and relevant experts. These results will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. An annual summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release and response.

Timeline: 1991 - 1995

ISSUE: To what extent have the resources available from the district and Ministry, intended for the Program, been allocated and applied to Program initiatives? How and to what extent has this changed over time?

Data Collection: Structured interviews with Ministry personnel, administrators, teachers, and parents

Analyses of relevant documents

Budgets

Financial Management System Review

Interpretation and Reporting: Analyses of patterns and comparisons across time will be reviewed by stakeholders and relevant experts. These results will be interpreted and consolidated with the assistance of the Primary Program Review Consulting Group. An annual summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release and response.

Timeline: 1991 - 1995

Perceptions

Issue

- What attitudes and beliefs do learners, parents, other stakeholders, and the public hold regarding the quality of the Program (its nature, implementation, and effects)?

Potential use

Information and judgments about perceptions of the Program can identify the need to:

- increase awareness and develop support among stakeholders and the public;
- develop guidelines for communication among stakeholders;
- deepen the understanding of the Primary Program;
- extend and intensify current provincial programs and initiatives related to implementation of the Program;
- identify additional resource needs to support the Program;
- develop guidelines for other program development projects;
- develop guidelines and priorities for ongoing implementation of provincial programs;
- re-allocate fiscal resources.

Workplan

ISSUE: What attitudes and beliefs do learners, parents, other stakeholders, and the public hold regarding the quality of the Program (its nature, implementation, and effects)?

Data Collection: *Learners:* Structured group interviews; response and learning journals; tailored self-report forms; parent observations (Note opportunities to utilize school research projects.)

Parents: Survey through schools and parent groups (preferably an annual survey repeated throughout the implementation period)

Educational Community: Survey(s) [annually] of a random sample of each group involved (e.g., primary teachers, other teachers, school administrators, trustees, district staff, educators of teachers). Some questions and sections might be common to all groups; others might be specific.

Public: Phone survey (might be annual or combined with other issues, e.g., Intermediate and Graduation programs; new initiatives)

School Accreditation Reports

Analyses of media reports

Solicited briefs

Analyses of other documents (e.g., letters, program proceedings and records, stakeholder policies, papers, AGM motions, etc.)

Interpretation and Reporting: Comparisons among groups and over time, as well as analyses of patterns of results, will be reviewed by stakeholders and interpreted with the assistance of the Primary Program Consulting Group. An annual summary of results and interpretation will be prepared by the Program Evaluation and Research Branch for general release and response.

Timeline: 1991 - 1995

GLOSSARY

The bracketed number following each entry refers to the page in the review document where the first reference to the term is made.

Accountability (2): The responsibility of some person or agency to another person or agency for the accomplishment of a specific outcome.

Consensus (12): An opinion that is reached after consultation within a group. A negotiated agreement that is made in accordance with the larger interest of a group or with the overall viability of a project.

Cost analyses (16): The determination of costs of developing and implementing the Primary Program, taken together with an analysis of the value of the Program.

Educational Advisory Council (7): A council comprising stakeholders appointed by the Minister of Education under authority of the *School Act*. This council assists the Ministry in developing appropriate policy directions for all Year 2000 programs. It also ensures that directions in provincial education policy and practice generally remain sensitive to the needs of both the community and the Province.

Educational community (41): A province-wide community of educators, including school administrators and teachers, school district superintendents and administrators, and administrators and staff of institutions of advanced learning.

Equity (28): Fairness, impartiality; the extent to which conduct towards individuals and organizations and allocation of resources affecting their interests are free of judgments that show favour, lack of regard, or prejudice.

Expert judgment (12): The judgment of individuals whose expertise in various arenas is generally acknowledged by other professionals. Experts will be asked to evaluate aspects of the Primary Program and may be drawn from: (1) the Primary Program itself; and (2) the fields of early childhood development and early childhood education (provincial, national, and international). Experts in other relevant subject areas will be sought as well—for example, special education, native education, multicultural education, document design, and professional development.

FAX Net (16): A system for distributing information from school districts—e.g., implementation plans, assessment and evaluation materials, bulletins, newsletters, and articles—that is sent to the Ministry of Education by FAX. The Ministry distributes to all districts a periodical listing of FAX Net materials that it has received, related to the Primary Program, Intermediate Program, and Primary/Intermediate Programs.

Financial management system (38): A funding system comprising the block funding system, the allocation system, the school district budgeting system, and the accounting system.

Gender equity (20): A principle that promotes personal, social, cultural, political, and economic equality for all people, regardless of gender. Within the educational system, this would include: 1) the fair allocation of resources and instructional opportunities, 2) instructional settings, strategies, and materials that are free of gender stereotypes, and 3) equivalent expectations of achievement for both genders.

Institute/Summer Institute reports (16): A series of reports on summer conferences for Primary Program teachers, begun in 1989 and co-ordinated by the University of Victoria, to address Primary Program implementation issues, questions, and problems.

Interaction Funds (16): Funds that are made available from the Ministry of Education to school districts for building relationships through human interaction. The funds are designated for interaction activities that increase awareness and understanding of the Primary, Intermediate, and Graduation programs among teachers, parents, and lead schools.

Lead schools/lead classes (16): Schools or classes that were designated to participate in the early phases of implementation. One category of interaction funds provided support for this purpose.

Learning dimensions (20): Broad, general categories of learning experiences; specified in the *Primary Program Foundation Document* as Attitudes, Skills, and Knowledge.

Multiculturalism (20): The recognition of diverse cultures within a plural society, based on three principles: (1) all individuals have an ethnic origin (equality); (2) all cultures deserve respect (dignity); (3) cultural pluralism needs official support (community).

Naturalistic inquiry (3): A form of inquiry that is used to study phenomena in their natural settings. The method emphasizes sensitivity to a wide variety of influences, including the impacts that a study itself might have upon the subjects being observed.

Performance assessment/performance assessment task (23): A technique for assessment that is based on the observation of task performance. A performance assessment task calls for a student to demonstrate the acquisition of attitudes, skills, and knowledge by "doing".

Portfolio (23): A collection of samples of student work, which provides a record of what the student has achieved and a measure of achievement for assessment purposes.

Position statements (11): Statements that identify important issues and define and clarify the intent of the Primary Program with regard to these issues. All of the issues listed below are defined as position statements in the *Primary Program Foundation Document*.

Continuous Progress
Non-Graded Organization
Integration
Play
Grouping for Instruction
Assessment
Evaluation
Reporting
Transition to the Intermediate Program

The Primary Program for All Children
- Gender Equity
- Education for Native Children
- Multicultural Education
- Children with Special Needs

Library Resources
Computers and Related Technologies
Career Education
Partnerships

Primary Program Review Consulting Group (4): An advisory group consisting of Ministry of Education personnel and individuals from outside the Ministry chosen for their expertise in specific areas of primary education. The group assists the Program Evaluation and Research Branch in applying and interpreting the Primary Program review framework. For example, this group may be asked to:
- construct findings from review data;
- develop strategies for communicating findings to appropriate audiences;
- monitor analysis and interpretation of review data;
- review strategies for collecting trustworthy data.

Professional development and in-service programs (18): Programs or experiences designed to enhance professional conduct. Many of these programs are developed at the school and district levels, as well as at regional and provincial levels.

Provincial Learning Assessment Program (23): A formal learning assessment program that periodically gathers information about student performance from a sampling of students at various levels. In these assessments, information is examined in relation to the overall objectives of provincial curricula, and results are reported for the Province as a whole.

Provincial Program Evaluation Advisory Committee (7): An advisory group whose members are appointed by stakeholder organizations at the invitation of the Ministry. It monitors the development of review and evaluation frameworks for Year 2000 programs. The committee also informs the Educational Advisory Council on the direction and progress of program reviews.

PSA [Provincial Specialist Association] (31): Professional teacher associations of the British Columbia Teachers' Federation that are related to academic disciplines or curriculum subjects.

Qualitative methods (2): An approach to gathering dynamic information about programs through methods such as informal observation, interviews, document analysis, case studies, field notes, journal entries, and other techniques where observations and results are usually not expressed numerically.

Quantitative methods (2): An information-gathering approach to program evaluation that uses instruments such as rating scales; written, oral, and performance tests; attitude and opinion scales; ranking formats; structured observation checklists; and other kinds of measures that allow observations and results to be expressed numerically.

Sampling (4): A technique used to gather information from a small sample so that the resulting information can be generalized and applied to a carefully defined larger population. Purposeful sampling is the technique of deliberately choosing a sample to be representative of a particular group.

School accreditation reports (16): Reports on the status granted to an educational institution or program that has been found to meet or to exceed criteria of educational quality. School accreditation at the Primary and Intermediate levels is currently voluntary. The accreditation process results in a self-assessment report, an external team report, and a plan for school growth for the six-year period before the next accreditation cycle.

School research projects (5): An approach in educational research that provides a central role for school and district staff in the process of gathering and interpreting information within an educational setting. School and district staff bring perspectives that are different from those of the professional researcher. School research projects have been successfully piloted by the Ministry and will play an important part in the Primary Program review. School research can be utilized in concert with traditional academic research.

Special needs (20): Terminology used to refer to students and services as defined in *Guidelines for Special Education Programs and Services*, Ministry of Education, 1991.

Special research reports (16): Reports based on studies of implementation issues; "Implementing the Primary Program: The First Year," by Dr. Ken Leithwood and Byron Dart, is an example of such a report.

Stakeholders (2): Individuals who belong to organizations, the well-being of which can be demonstrated to be affected by the policies or procedures of another program or organization.

PRIMARY PROGRAM REVIEW: ACKNOWLEDGEMENTS

Members of the Working Group

Program Evaluation and Research Branch

Mary Fedorchuk, Assistant Director (Chair)
Tom Bennett, Assistant Director
Carolyn O. Chodeck, Education Officer
Peter Gibb, Research Officer
Suzanne Moreau, Research Officer

Primary Program Team

Lois Blackmore, Co-ordinator
Marlene Dergousoff, Co-ordinator
Colleen Politano, Co-ordinator

Assessment, Examinations and Reporting Branch

Dana Close, Co-ordinator
Performance Assessment Unit
Ross Norrington, Co-ordinator
Provincial Learning Assessment Unit
Bill Postl, Research Officer
Performance Assessment Unit

Ex-Officio Members of the Working Group

Program Evaluation and Research Branch
John Hogarth, Director

Primary Program Team
Marion Rumble, Team Leader

Assessment, Examinations and Reporting Branch
Daina Watson, Assistant Director
Performance Assessment Unit

Consultants to the Working Group

Horizon Research and Evaluation Affiliates
Sharon Jeroski

Johnstone and Associates
Bob Johnstone

Members of the Stakeholder Response Group

Advanced Education Council of B.C.
Jim Grinder

B.C. School Superintendents' Association
Pat Dooley

B.C. Confederation of Parent Advisory Councils
Pat Heal

B.C. Principals' & Vice-Principals' Association
Diana Hill

B.C. School Trustees Association
Karen Hawkins

B.C. Teachers' Federation
Noriko McKee
Lisa Pedrini (alternate)

Business Council of B.C.
Keith Gray

University of B.C.
Gerry Snyder
Claire Staab (alternate)

University of Victoria
Alison Preece

Ex-Officio Members of the Stakeholder Response Group

Program Evaluation and Research Branch
Mary Fedorchuk, Assistant Director
John Hogarth, Director

Consultant to the Response Group

Johnstone and Associates
Bob Johnstone

Other Contributors

All school district and school representatives, members of stakeholder organizations, and Ministry of Education personnel who responded to the Draft Framework

Primary Steering Committee

Standards Committee

Participants in the 1991 Local Leadership Meetings

Participants in the 1991 Regional Meetings

Provincial Program Evaluation Advisory Committee